



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6051 W. Sweetwater Ave., Glendale, AZ 85304

Peoria Unified School District

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04 Highly Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status ^(b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Mark Matheson
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2004 Enrollment : 2127
Web Address : ironwoodhigh.peoriaud.k12.az.us
Phone Number : (623) 486-6400
Fax Number : (623) 486-6424
E-mail : mmatheso@peoriaud.k12.az.us

Mission

Provide outstanding programs and opportunities for all students to be responsible citizens and lifelong learners in a changing world. Ironwood High School exists for the benefit of each student regardless of his/her capacity for learning.

School / Academic Goals

- ü Ironwood students will apply higher-level thinking skills to a variety of relevant situations.
- ü Ironwood students will demonstrate improvement in reading comprehension and vocabulary, oral presentations and written expression.

Enrollment

October 1, 2003 School Year Student Enrollment : 2119
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 250

Instructional Programs

- Ü Honors Classes
- Ü International Baccalaureate
- Ü On-site Special Education
- Ü Advanced Placement

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

Provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance, modeling positive attitudes toward learning and fostering respect.

Transportation Policy

Transportation is provided for all eligible students who reside beyond two miles of Ironwood High School. Additionally, transportation services are provided for eligible special education students to Ironwood High School.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Hispanic Scholars	2004
Ü Distinguished Scholar	2004
Ü Academy of Finance	2004
Ü National Merit Scholars Semi Finalist	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	524	2747	65934	97	98	100	507	508	492	25	21	43	20	23	18	34	35	24	22	21	15
All Students (Prior Year)	485	2474	57534	91	92	91	500	500	491	32	32	46	22	21	16	29	30	23	17	16	15
Female	244	1324	32586	98	99	100	506	508	491	25	20	44	24	24	19	32	36	24	19	20	14
Male	280	1418	33226	96	98	99	508	509	493	24	21	42	16	22	18	35	34	24	24	23	16
African American	32	126	3042	91	95	98	489	494	478	38	36	58	25	21	19	31	34	17	6	9	6
Hispanic	93	484	21740	96	99	100	491	495	475	42	33	63	18	27	17	28	28	15	12	11	5
Asian/Pacific Islander	31	88	1643	100	100	99	522	526	519	19	13	23	13	13	13	35	34	30	32	40	34
American Indian/Alaskan Native	NC	29	4351	NC	88	99	NC	497	472	NC	31	68	NC	17	16	NC	41	13	NC	10	4
White	363	2014	34819	97	98	99	511	512	505	19	17	27	21	22	20	35	37	31	25	24	22
Students with Disabilities	53	234	6507	96	98	100	479	481	456	58	55	83	21	19	9	15	18	6	6	7	2
Students without Disabilities	471	2513	59427	97	98	100	510	510	494	21	19	41	20	23	19	36	36	25	23	22	16
Limited English Proficient Students	20	72	6793	100	100	100	472	481	464	65	56	79	20	19	11	15	21	8	0	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	210	18745				NC	492	475	NC	36	64	NC	33	16	NC	24	15	NC	7	5
Non-Economically Disadvantaged	522	2537	47182				507	510	499	25	19	35	20	22	19	34	36	27	22	23	19

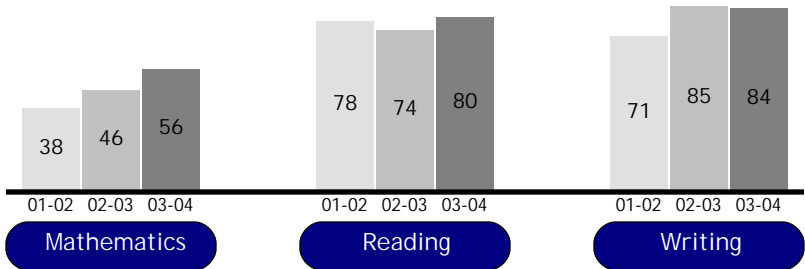
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	537	2819	68162	99	99	100	532	525	509	6	7	18	15	18	24	64	64	51	16	11	8
All Students (Prior Year)	477	2399	56700	90	89	89	522	519	512	7	9	15	20	21	23	61	60	52	13	11	10
Female	251	1358	33509	99	99	100	535	529	513	5	5	15	13	16	23	64	66	52	18	14	9
Male	285	1452	34521	98	99	100	529	520	505	6	8	20	16	20	24	63	63	49	14	9	7
African American	31	130	3163	94	100	99	510	510	497	6	10	22	32	26	30	61	63	46	0	1	3
Hispanic	95	497	22624	98	99	100	515	508	487	11	15	32	23	26	31	57	53	35	9	6	2
Asian/Pacific Islander	31	86	1666	100	100	100	531	531	523	10	6	11	6	14	17	68	65	60	16	15	12
American Indian/Alaskan Native	NC	30	4592	NC	88	100	NC	504	484	NC	20	32	NC	27	37	NC	47	30	NC	7	1
White	376	2065	35727	99	99	100	539	530	526	4	5	7	12	15	17	65	67	64	19	13	12
Students with Disabilities	55	247	6845	100	100	100	496	485	468	20	34	53	37	34	29	39	31	18	4	2	1
Students without Disabilities	482	2572	61317	98	99	100	536	527	512	4	5	15	12	17	23	66	66	53	17	12	8
Limited English Proficient Students	20	77	7152	100	100	100	475	471	464	40	44	57	35	38	31	25	18	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	221	19528				NC	498	487	NC	19	31	NC	30	32	NC	49	34	NC	2	2
Non-Economically Disadvantaged	534	2598	48595				532	527	518	6	6	13	15	17	20	64	65	57	16	12	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	535	2808	67629	98	99	100	564	560	524	6	8	22	10	12	16	79	75	59	5	5	3
All Students (Prior Year)	494	2499	55090	93	93	87	498	490	479	6	8	16	9	12	13	85	81	70	0	0	0
Female	250	1351	33347	99	99	100	575	571	537	3	5	17	6	11	15	85	79	64	6	6	4
Male	284	1448	34151	97	99	99	554	550	512	9	12	27	13	13	18	73	71	54	5	4	2
African American	31	130	3150	94	100	99	552	551	515	13	10	24	13	15	19	71	71	56	3	5	2
Hispanic	94	493	22313	97	98	100	546	541	493	10	14	34	13	14	19	74	70	46	3	3	1
Asian/Pacific Islander	31	86	1659	100	100	100	569	580	564	10	6	11	0	6	12	84	79	68	6	9	9
American Indian/Alaskan Native	NC	30	4528	NC	88	99	NC	547	492	NC	7	35	NC	33	21	NC	57	42	NC	3	1
White	375	2058	35593	99	99	99	569	565	547	5	7	13	9	11	14	81	77	69	6	6	4
Students with Disabilities	54	244	6712	100	99	100	507	495	445	32	35	61	30	25	18	34	39	21	4	1	0
Students without Disabilities	481	2564	60917	98	99	100	570	564	530	3	6	19	7	11	16	84	77	61	5	5	3
Limited English Proficient Students	19	76	6994	100	100	100	461	480	442	26	33	58	32	24	18	42	43	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	220	19310				NC	526	489	NC	20	35	NC	17	20	NC	62	44	NC	1	1
Non-Economically Disadvantaged	532	2588	48278				564	563	538	6	7	17	10	11	15	79	76	65	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	47	45	37	96	47	49	41	92	49	NA	42
	Language	100	51	45	38	99	53	49	42	97	52	48	42
	Mathematics	100	64	64	56	99	66	69	60	97	67	68	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Community Communication
- Ü School Support
- Ü School Safety
- Ü School Climate
- Ü School Appearance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	110.00
Other Professional Staff	8.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	38	5	0	0
4 to 6 years	13	10	0	0
7 to 9 years	11	0	0	0
10 or more years	20	23	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	62
Core academic classes taught by Highly Qualified (NCLB) teachers.	374
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Production Studio
- Ü PASS Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Distinguished Scholar Program
- Ü Performing Arts Programs
- Ü Variety of Service Clubs

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Job Placement Services
- Ü Adult Education

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü All teachers document instruction in higher-level thinking skills during annual formal evaluations. Approximately 50 AP, Honors and AIM classes average 24 students per class. Scholar athlete teams; Golden Bell Award for Distinguished Scholar Program.
- ü Course assessments include writing across the curriculum. Students earn multiple scholarships and are accepted to prestigious universities. Flinn Scholar; Voice of Democracy; Aeirle Writing Magazine; District Poetry Winners; Journalism Awards.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	98			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Ironwood provides a safe and nurturing learning environment. The discipline policy is proactive, positive and individualized. In addition, the school has a comprehensive Crisis Management Plan to resolve campus concerns.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mark Matheson	(623) 486-6402
Transportation Policy	Office	(623) 486-6165
Community Resources	Cindy Hostetler	(623) 486-6408
School Nutrition Programs	Kay Varns	(623) 486-6413
Parent Organization	Catherine Mallen	(623) 878-4141
Student Health/Nurse	Cindy Hostetler	(623) 486-6408

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.